

Year 1 History Toys: Then and Now Concept: Change

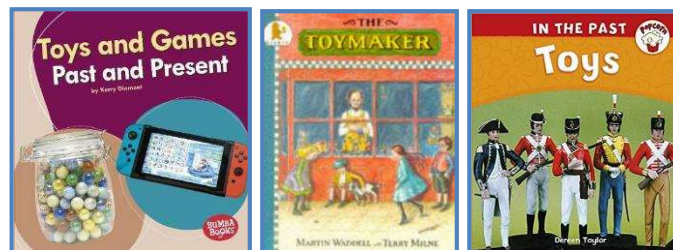
National Curriculum Focus: Changes within living memory; significant historical events, people and places in their own locality

Builds on knowledge & skills: Y1 Science (Everyday Materials); Y1 PSHE (Being Me in my World).

What should I know already?

- That we can use different materials that we make or find in the world to make new things to help us in our lives;
- That we can use things from the past (sources) to help us look at what has changed over time;
- That the toys and games we have to play with might be different to the ones other children have in different parts of the world;
- That the toys and games we play with today have changed since our parents and grandparents were our age.

Recommended Reads



Key vocabulary

| | | | |
|--------------|---|------------|---|
| Ancient | Something that isn't around anymore because it is thousands of years old, like Ancient Greece. | Mechanical | Something that has moving pieces. Popular toys with mechanical parts are Rubik's cubes and clockwork toys. |
| Create | To make something for the first time. Some toys we still play with were created in ancient times. | Model | A copy of a much bigger object. For example, model railways are copies of real trains and stations that children play with. |
| Construction | To build something out of lots of different pieces. Meccano and Lego are popular construction toys. | Physical | To move around and exercise your body. Physical toys are often used outside, such as hoops, skipping ropes and balls. |
| Edwardian | The time in the United Kingdom between 1901 and the start of World War I in 1914. | Popular | Something that is liked by lots of different people. The more popular toys are, the more of them get made and sold. |
| Jigsaw | A puzzle that makes a picture when all of its different shaped pieces are joined together. | Victorian | The time in the United Kingdom between 1837 and 1901 when Queen Victoria was in charge of the country. |
| Material | What something is made from. Toys use materials like stone, terracotta (clay), wood, and plastic. | Yo-yo | A spinning toy that moves two wooden or plastic discs up and down on a piece of string. |

Key knowledge – Do I have the best toys ever made to play with?

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| What is the difference between a toy and a game? | <ul style="list-style-type: none"> ▪ The easiest way to think about a toy is that it's something to play with. However, there are some important differences between toys and other things that you might like to play with at home or with your friends. ▪ A toy is something that you can use to make up your own way to play – there are no rules to what you can do! For example, a puzzle is a type of toy because you are trying to get to the end of a challenge in any way you can. ▪ Games are a little bit different to toys, because you have to follow rules to play with them properly. Good examples of games are sports like football, or board games like Scrabble or Monopoly. ▪ There are lots of different types of toys, such as dolls, construction sets and skipping ropes. Some of them have been around for so long that what they are made out of now may be different to what it was in the past. |
| What were ancient toys like? | <ul style="list-style-type: none"> ▪ Ancient toys were made out of simple materials, like wood and terracotta. In fact, one of the ways we know that children used to play with yo-yos thousands of years ago is because of the pictures on terracotta pots! ▪ The earliest toy we know about is a stone doll, which was probably Roman and is nearly six thousand years old! We also know that children from Ancient Greece and Ancient Egypt had dolls and moving toys to play with. ▪ We know a lot about toys from Ancient Greece because some of the things that they made are still around today. For example, the world's oldest mechanical puzzle was played with for the first time in around 300BC. ▪ However, toys were only meant to be played with by children in ancient times. When girls in Ancient Greece were about to get married, they used to burn their toys to show everybody that they weren't children anymore. |
| Was a toy just something for children to play with? | <ul style="list-style-type: none"> ▪ For thousands of years, physical toys have helped people to exercise – you may still use some of them in school today, like hoops and balls! Victorian children even used rocking horses to help them learn how to ride. ▪ In the 18th century, toys started to be created that could be used to help children with their learning. The first jigsaws used maps to help children with geography, and there were also new toys like books and playing cards. ▪ The Bible was very important to the Victorians, so lots of toys were made about stories in the Bible to help children remember and understand them, like wooden models of Noah's Ark. |

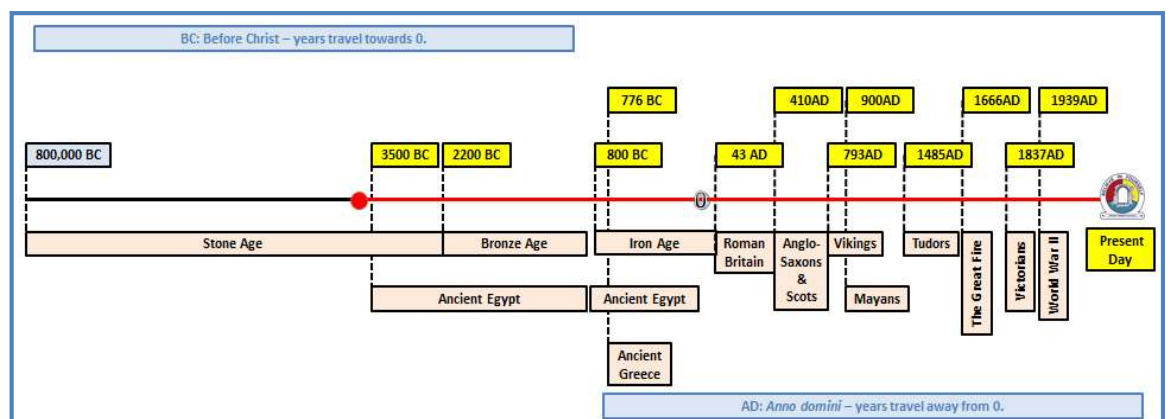
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| What were Victorian toys like? | <ul style="list-style-type: none"> Children from rich families had toys to play with that were created from different materials than children from poor families. For example, rag dolls were cheaper to buy or easier to make than dolls made of porcelain. There was also a difference between toys for boys and toys for girls. Girls would often play with small dolls and dolls' houses, whilst marbles, tin soldiers and wooden toy trains were popular toys for boys to play with. More complicated mechanical toys were created in Victorian times. Kaleidoscopes were popular toys that made different shapes using mirrors and coloured glass and zoetropes made pictures look like they were moving. At the end of the 19th century, toys for construction were becoming popular and easier to buy. The best example of this is plasticine, which was created in 1897 and could be used to make models of any shape or size. |
| How did toys change in the 20 th century? | <ul style="list-style-type: none"> The teddy bear was one of the first new toys for Edwardian children and was made in the United States of America and Germany. The name 'Teddy' came from the nickname of American president Theodore Roosevelt. Frank Hornby was a toymaker who made models, construction sets and popular mechanical toys like Meccano, model railways and toy cars. However, as the 20th century went on, mechanical toys such as clockwork (or wind-up) toys stopped being as popular because batteries were used to make toys move instead. Some 20th century toys were actually accidents! Frisbees were created by two people throwing a popcorn can lid to each other, and the Slinky was created by somebody making equipment for soldiers during World War II. After World War II, plastic became a cheap material to make lots of the same thing with quickly, like toys. Some of the most popular plastic toys from this time were Lego blocks, Barbie dolls and the Rubik's' Cube puzzle. Children were able to get free collectible toys when they went shopping with their families. McDonald's has been giving away toys with their Happy Meals since 1979, and you also used to get toys in cereal boxes. |
| Are toys still popular today? | <ul style="list-style-type: none"> Toys are still popular, but there are lots of other things to play with now that weren't around when some adults were children. Games consoles like PlayStation and Nintendo have become just as popular as toys, but at the same time board games like Scrabble and Monopoly have become popular again. There's so much choice! Older toys have had to change so that children today still want to play with them. Lego has been really good at this because you can still play with Lego, but you can also watch Lego movies in the cinema or play Lego video games! Lego also makes construction sets of people and objects from popular films, like Star Wars. |

Concept: Change

These concepts should weave through all aspects of this topic.

For example:

- How are toys different to when your parents or grandparents were children? What about other people in your family who are older than you? Compare and contrast.
- If you could create your own toy to play with, what would you make? Why?
- What is the best material to make a toy from? Why? Compare and contrast.
- What do you use to help you with your learning? How does it help you?
- Do you have a right to play? Why is it so important? Should all children be allowed to play in the same way?
- How could we change older toys to make them more popular or better to play with? Compare and contrast.



Year 2 History The Great Fire Concept: Consequences

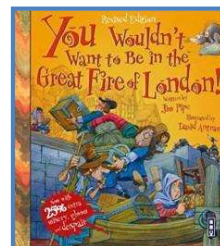
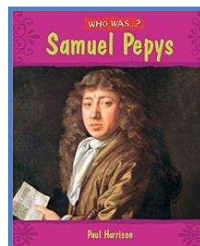
National Curriculum Focus: Events beyond living memory that are significant nationally or globally: the Great Fire of London.

Builds on knowledge & skills: Y1 Geography (The United Kingdom, Weather); KS1 Science (Everyday Materials); Y1 Science (Seasonal Changes).

What should I know already?

- That the United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland;
- That London is the capital city of England and the United Kingdom;
- That the weather changes and looks different during each season of the year;
- That different materials can be compared and contrasted using their physical properties.

Recommended Reads



Key vocabulary

| | | | |
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| Cathedral | The main church in a large area. St. Paul's Cathedral is the main church in the city of London. | Gunpowder | An explosive powder used to blow up buildings. The soldiers at the Tower of London used gunpowder to make firebreaks. |
| Diary | A book that tells us about someone's life. Samuel Pepys used his diary to write about the Great Fire. | Jetties | Part of a building above the ground that sticks out. Many London properties had jetties before the Great Fire. |
| Drought | A long time without rainfall. London's drought had gone on for 10 months before the Great Fire. | Property | Another name for a building. A property could be a house, shop, church or important building like the Tower of London. |
| Extinguish | To put out a fire. It took 4 days to extinguish the Great Fire with fire engines and other equipment. | Squirt | A pump that squirts out water like a fire extinguisher. Squirts and leather buckets were used to fight the Great Fire. |
| Firebreak | A gap between buildings to stop a fire spreading. Fire hooks were used to pull each building down. | Timber | Thick and flammable planks of wood used like the bones of a building. Nearly every London building was made of timber. |
| Flammable | Something that burns easily. The drought had made London's buildings even more flammable. | Wattle and daub | A flammable mixture of straw, mud and animal waste used between the timber frames of buildings to make walls. |

Key knowledge – Is London a safer place to live in today compared to London in 1666?

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| What was life like in Great Britain in the 1660s? | <ul style="list-style-type: none"> There had been a lot of fighting in England about who should run the country, so there had been no king or queen for over ten years (a decade). In 1660, King Charles II took charge and brought peace. London was the capital city of England and still is today. Because of that, it was the largest city in the country and very overcrowded. About 350,000 people lived there. In 1665, there was a plague throughout England and many people died because of poor hygiene and overcrowding. Just in London, one out of every four people died from the plague. Just over thirty years before the Great Fire of London, there had been another devastating fire that some people could still remember. Some of the worst damage was to properties on London Bridge. |
| How did the Great Fire of London start? | <ul style="list-style-type: none"> Thomas Farrinor (sometimes spelt Farynor) was a baker who lived and worked in Pudding Lane. He used to bake bread for the Royal Navy and even baked for King Charles II. On the night of Saturday 1st September 1666, Farrinor went to bed without properly extinguishing the fire in his oven. Just after midnight on Sunday 2nd September, the bakery caught fire. Nobody was awake to notice so the fire started to spread, before it woke the people sleeping upstairs and they escaped out of the window. |
| Why did the Great Fire cause so much damage? | <ul style="list-style-type: none"> For nearly a year before the fire started, there had been a drought in London. This had made everything very dry, especially the wattle and daub, timbers and thatched straw rooves that the buildings were made from. As the fire got worse, strong winds made the flames even bigger. As well as that, sparks and pieces of burning material were blown around the city. When they landed on a property, they set it on fire as well. Most of the buildings were made of flammable materials and were built too close together. Many properties also had jetties, which made the streets even narrower and helped the fire to spread easily between them. It took too long to get people ready to start fighting the fire properly. The Lord Mayor, Sir Thomas Bludworth, didn't think the fire was serious and wasted a lot of time, which meant that the fire quickly got out of control. Because the streets were crowded and the fire was spreading quickly, people started to panic and tried to escape with their belongings. However, the narrow gates in the city walls got blocked and made things worse. |

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| How did the people of London fight the Great Fire? | <ul style="list-style-type: none"> Churches near to Pudding Lane rang their bells to tell people about the fire and they came to help extinguish it. They used leather buckets, squirts and simple fire engines filled with water from the River Thames. Using just water didn't work, so firebreaks were made with fire hooks to make gaps that the fire couldn't spread along. The firebreak on London Bridge managed to save the properties on the other side from being burnt down. King Charles put his brother the Duke of York and some of his advisers, called the Privy Council, in charge of firefighting. They set up fire posts so that the volunteers and soldiers at each one worked in one area at a time. Fire hooks couldn't make big enough fire breaks to stop the fire completely, so soldiers at the Tower of London tried using gunpowder. The explosion made a much bigger firebreak and stopped the flames spreading further. |
| What happened to London and the people that lived there after the Great Fire? | <ul style="list-style-type: none"> Because so many properties had burnt down, people moved into tents in the fields around London. As the city was so overcrowded before the fire, King Charles II asked as many people as possible to go and live elsewhere. A special Fire Court was set up to decide who should pay to have each property rebuilt. If this hadn't have happened, it would have taken a lot longer to rebuild London and would have cost a lot more money. When the city was rebuilt, most buildings were put in the same places as they were before. However, the streets were made wider, no jetties were allowed and all buildings were made from bricks and stone instead of wood. Because the fire had been so hot and caused so much damage, it killed all the rats and fleas that carried the plague. There has never been another plague in London: the last one was in 1665, the year before the Great Fire. |
| How do we know so much about the Great Fire of London today? | <ul style="list-style-type: none"> Samuel Pepys wrote a lot of important information about the Great Fire in his diary. Pepys sailed down the River Thames to look at the fire and was asked to go and tell King Charles II about everything he had seen. There were also a lot of paintings made by artists who had seen the fire that we can still see today. Some of the buildings in London are the same ones that were built after the Great Fire. Christopher Wren designed and rebuilt most of the city, and the building he is most famous for today is St. Paul's Cathedral. The Monument is a memorial in London that reminds people of what happened to the city during the Great Fire. It is 61 metres tall, which is the same as how far away it is built from where the fire started in Pudding Lane. There are lots of museums that will tell you about the Great Fire and about England in the 1660s. There are also some good online places to visit, such as the official websites of the Great Fire and The Monument. |

2nd September 1666:
Early in the morning, Thomas Farriner's bakery in Pudding Lane catches fire.

2nd September 1666:
Firefighters begin to fight the fire but they are too slow and it starts to spread.

2nd September 1666:
Samuel Pepys tells King Charles II about the fire and he orders firebreaks to be made.

3rd September 1666:
The Duke of York sets up fire posts to try and block the fire in, but it doesn't work.

4th September 1666:
St. Paul's Cathedral burns down and the fire gets close to the Tower of London.

5th September 1666:
The wind starts to drop and most of the fires are extinguished.

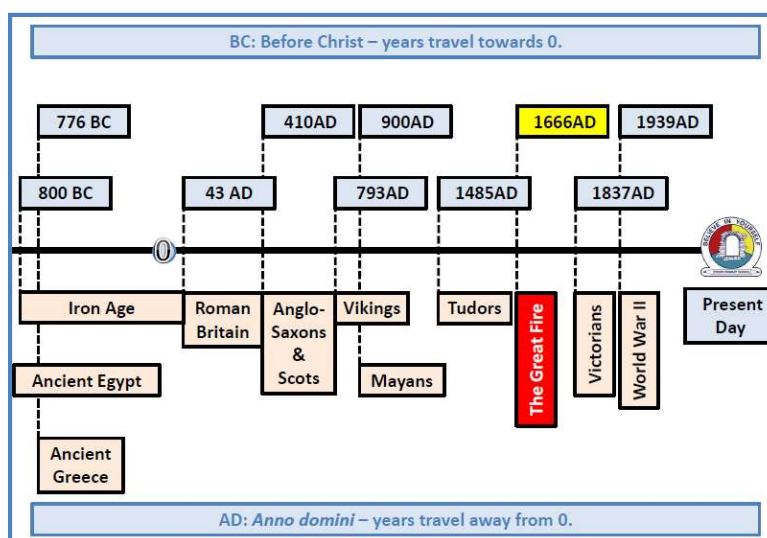
6th September 1666:
The last part of the fire is put out. It has destroyed thousands of properties.

Concept: Consequences

These concepts should weave through all aspects of this topic, allowing for the opportunity to compare and contrast.

For example:

- What sort of place do you live in? What is it made of? How many people do you live with?
- What jobs do the people you live with have? Where do they do their jobs? What equipment do they use?
- Where does the rest of your family live in the United Kingdom? Why do they live there?
- How do we make sure we stay healthy? What happens if there is a serious illness in the world?
- Who keeps you safe? How do they do this? What equipment do they use?
- How do we tell people about what happens to us every day? How do we get in touch with people if we need help?
- What important events do we remember today and how do we remember them? What would you like to leave behind for people to remember you by?



Year 3 History Spring Term Ancient Egypt Concept: Change

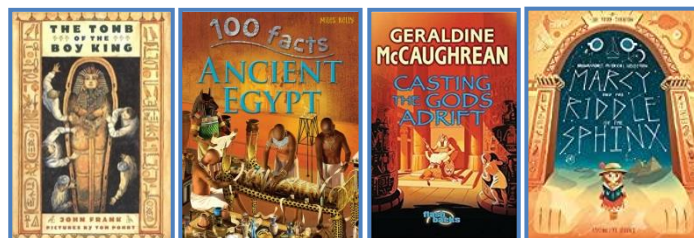
National Curriculum Focus (KS2): The achievements of the earliest civilizations – Ancient Egypt.

Builds on Knowledge/Skills: Y3 History (Pre-historic Britain); Y2 Geography (Continents, Africa), Y3 Geography (Rivers).

What should I know already?

- That some civilisations of the past believed in many gods and buried the dead with their valuable possessions;
- That Egypt is a country located on the continent of Africa;
- That rivers, such as the River Nile in Africa and the River Indus in Asia, are essential to supporting life within settlements.




Recommended Reads



Key Vocabulary

| | | | |
|---------------|---|-----------------------|--|
| Afterlife | Life after death. A man's heart was weighed to check if he was a good man before he could enter. | Mummification | The process that preserves a body and prepares it for the afterlife, including drying it out and removing its organs. |
| Archaeologist | Someone who learns about history by excavating , or digging up, the remains of the past. | Papyrus | A material made from reeds that grow on the banks of the River Nile. It was mainly used to make paper scrolls. |
| Cartouche | An oval containing hieroglyphs, often found in a tomb, that spells out the name of a pharaoh. | Pharaoh | A ruler in ancient Egypt, such as Tutankhamun. Cleopatra VII was the last pharaoh in 31BC. |
| Civilisation | The way of life for a group of people, such as Ancient Egypt and the Indus Valley. | Pyramids | A stone, triangular building designed to bury the pharaohs of the Old Kingdom of ancient Egypt inside. |
| Hieroglyphics | A complex mixture of letters, words and symbols called hieroglyphs, read and written by scribes. | Tomb | A place to bury the dead. A pharaoh's tomb could be a pyramid, like at Giza, or a series of underground chambers. |
| Historian | A person who studies and writes about what happened in the past. Howard Carter was the historian who found Tutankhamun. | Valley [of the Kings] | A low area of land between hills, sometimes with a river running through. The Valley of the Kings is the burial ground of the ancient Egyptian pharaohs. |

Key Knowledge – What has ancient Egyptian civilisation given to today's world?

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|  <p>1) What was Howard Carter's big surprise?</p> | <ul style="list-style-type: none"> In 1922 British archaeologist Howard Carter, whilst working for Lord Carnarvon, found the tomb of Tutankhamun, a great ruler of ancient Egypt, in the Valley of the Kings. He had searched for years and was experienced in revealing the remains of the past. A young water boy had accidentally discovered the top of a stone staircase, and Carter and his team worked to excavate and descend the stairs to a doorway. The doorway was covered in hieroglyphics, or sacred carvings, and once Carter had made a hole big enough to see through, he exclaimed that he could see 'Wonderful things!' in the candlelight. Within the tomb, Carter found a variety of fine objects made of ebony and gold, and Tutankhamun himself. It was the first, and remains the only, intact tomb to be found, but in Egypt today, archaeologists continue the search. |
|  <p>2) How did the ancient Egyptians live?</p> <p><i>Ancient civilisations are statutory content in the NC and should be included as context [see timeline].</i></p> | <ul style="list-style-type: none"> Alongside Ancient Sumer (approx. 4500BC-1900BC), the Indus Valley (approx. 3300BC-1300BC) and the Shang dynasty of ancient China (approx. 1600-1046BC), Ancient Egypt is one of Earth's oldest civilisations and still explored by historians today. Ancient Egypt began as Upper and Lower Egypt, which united into a single kingdom around 3000BC (Before Christ's birth). Rulers wore a white crown in Upper Egypt and a red crown in Lower Egypt: once united, the pharaoh wore a double crown to show they were 'Lord of the Two Lands'. Pharaohs were seen as gods and were responsible for making laws, protecting Egyptian land and having taxes paid to them. Their officials included a vizier, or trusted adviser, priests, soldiers and scribes: scribes were the only people who could read and write and wrote in hieroglyphics any information that the pharaohs wanted recording. The River Nile flowed north through Ancient Egypt to the Mediterranean Sea. The fertile land around it turned black when flooded, earning it the name of 'black land', whilst the 'red land' was drier, further away and where precious metals and stones could be mined. Most Egyptians worked on the land helping to grow crops, or as slaves who built Egypt's famous landmarks. |
|  <p>3) How did ancient Egypt change over time?</p> <p><i>Ancient Egypt ended at the Battle of Actium (31BC) and should be taught as a link into Y4 – The Roman Empire.</i></p> | <ul style="list-style-type: none"> Historians use three periods of time to describe changes in ancient Egypt: Old Kingdom, Middle Kingdom and New Kingdom. The Old Kingdom pharaoh Djoser asked his friend Imhotep to build pyramids as a sign of power, and when he died he became the first pharaoh to be buried inside one. More pyramids began to be built by the pharaoh Cheops at Giza, with the design slowly improving. Additionally, the Egyptian capital city moved from Thebes to Memphis, the meeting point of Upper and Lower Egypt. Pharaohs began to be buried in the Valley of the Kings during the Middle Kingdom instead of in pyramids, and scribes were recording more information. At this time, Egypt grew more powerful and needed a strong army to protect it. They also started to worship Amun as king of all the gods: he was always shown holding an ankh – the Egyptian symbol of life. The strong ancient Egyptian army of the New Kingdom used bronze weapons, horses and chariots to overpower its enemies. Tutankhamun was a New Kingdom pharaoh: his name meant 'living image of god' and he was buried in a golden death mask. |



4) What did the ancient Egyptians believe?

You will learn more about this later in Y3 – [Ancient Greece](#), and in Y4 – [The Mayans](#).

- Several **ancient Egyptian gods** and **goddesses**, led by the **hawk-headed god Amun-Ra**, helped people to understand how the **universe** worked, including the **sun** and **moon's** movement. The **River Nile** was seen as a **gift** from the gods because of how **dependent** people were upon it: the water brought **life**, but it also **flooded** and caused **destruction**, so it was seen as **mysterious**.
- Ancient **Egyptians** told many **stories** about **creation**. For example, the **goddess of mist Tefnut** and the **god of the air Shu** were produced by the god **Atum** to bring **order** to the universe. They were helped by the goddess **Ma'at**, who represented **perfect order** and was always shown with **light** and **feathers**. Tefnut, Shu and Ma'at also had key roles in **beliefs** about the **afterlife**.
- Tefnut and Shu's **children** included the goddess **Isis** and god **Osiris**. Osiris was **murdered** by his **brother Seth**, but **restored** to life by Isis and sent to the **underworld** as the **god of the dead**. When a man died, his **heart** was **weighed** against one of Ma'at's feathers by the god **Anubis**: doing good things in life would keep the heart light and allow the man to live on in the afterlife.



5) What did ancient Egyptians believe about death?

You will learn more about this later in Y3 – [Ancient Greece](#), and in Y4 – [The Mayans](#).

- When someone **died**, **ancient Egyptians** believed that their **soul**, or **ba**, would return to their **body** each night. Because of this, it was important to find a way to **preserve** the body and stop it from falling into a state of **decay**. **Archaeologists** have found **evidence** that **bodies** from the **Old Kingdom** were **wrapped** in **linen**, with each **limb** being wrapped separately.
- Although wrapping made a body look **life-like**, it did not stop its decay. The Egyptians next tried burying people in **sand** in order to **dry** the body out, but this did not work for long either. By the end of the Old Kingdom, the **practice** of **mummification** that we know today had begun to be used: the word **mummy** comes from the **Latin** word '**mumia**', meaning a preserved dead body.
- Embalming** the body and **removing** the **organs** was key to preserving it in a good state. Once it was **washed** in the **River Nile** and embalmed, the body was tightly wrapped in long strips of **cloth** to create the mummy. The ancient Egyptians didn't think the **brain** was an important organ, so it was thrown away, but important organs like the **stomach** and **lungs** were **stored** in **canopic jars**.



6) How did the ancient Egyptians write?

You will learn more about this later in Y3 – [Ancient Greece](#).

- In **1799**, **French soldiers** in **Rosetta** accidentally **discovered** a large **stone**, which had a mixture of **Greek writing**, **Demotic language** and **ancient Egyptian hieroglyphs** carved into it. After thirty years, Frenchman **Jean Francois Champollion** was able to **translate** the **Rosetta Stone's** hieroglyphs using the **Greek inscription** to **reveal** the **law** of a **pharaoh** who lived in **196BC**.
- Hieroglyphs are **pictures** that make up the **language** of **ancient Egypt**, and were **written** on top of one another and without gaps to keep them **balanced**. One of the most common discoveries by **archaeologists** has been the use of **hieroglyphics** to make **cartouches**, which spell out the name of a pharaoh or **special person**, surrounded by a **symbolic magical rope of protection**.
- Only people of great **importance** could read hieroglyphics, such as **scribes**, **priests** and the pharaoh. Scribes began learning how to read and write using hieroglyphs from the age of twelve, creating inscriptions on the sides of **buildings** and on **pottery** that could later be carved to make them last longer. Instead of **paper**, a scribe would also use **papyrus** made from reeds to write on.



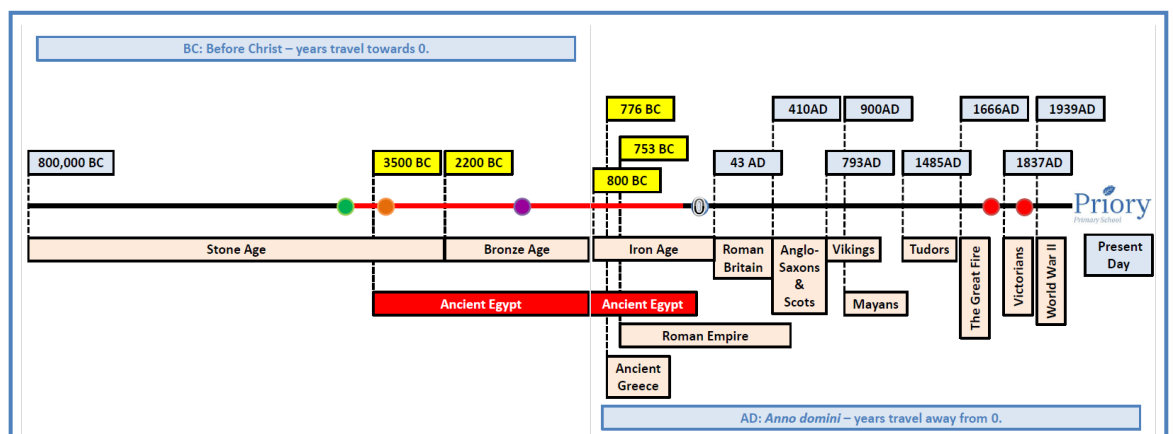
7) Synoptic Task:

In what ways did ancient Egypt change?

Concept: Change

These concepts should weave through all aspects of this topic, allowing for the opportunity to compare and contrast. For example:

- LESSONS 1-6:** Why is it important to learn about the civilisations of the past? What can we learn from how people used to live to help us live better lives today?
- LESSONS 1-4 and 6:** What legacy would you like to leave behind at the end of your life? How would you want to be remembered?
- LESSONS 2 and 3:** How is peace maintained and who is responsible for it? What laws, treaties and organisations do we have today that safeguard our human rights, such as religious freedom?
- LESSON 3:** How are wars fought today? Why are they fought? Compare and contrast.



2686BC (approx.): The period of ancient Egyptian history called the 'Old Kingdom' begins.

2050BC (approx.): The 'Middle Kingdom' of ancient Egyptian history begins.

1550BC (approx.): The period of ancient Egyptian history called the 'New Kingdom' begins.

1336BC: 9-year old Tutankhamun becomes the youngest ever pharaoh of ancient Egypt.

31BC: The last pharaoh, Cleopatra VII, loses the Battle of Actium to the Roman Empire.

1799AD: The Rosetta Stone is discovered by the French. It takes nearly 25 years to translate.

1922AD: Howard Carter discovers the undisturbed tomb of King Tutankhamun.

Year 4 History Spring Term Roman Britain Concept: Power

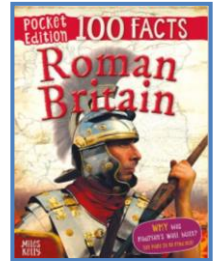
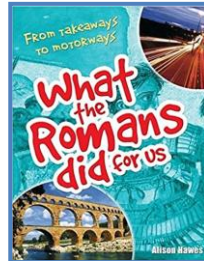
National Curriculum Focus (KS2): The Roman Empire and its impact on Britain.

Builds on Knowledge/Skills: Y1 History (Transport: Then and Now), Y3 History (Ancient Greece), Y4 History (The Roman Empire); Y1 Geography (The United Kingdom), Y2 Geography (Continents).

What should I know already?

- That the Roman Empire expanded into Britain during the first century AD in the reign of the emperor Claudius, following Julius Caesar's visits approximately a century before;
- That the Romans guarded their provinces using defensive walls on their frontiers and built roads throughout their empire, including the first road network in Britain;
- That ancient Greek and Roman culture shared many similarities including, but not limited to, philosophy, literature, entertainment and polytheistic worship.
- That the United Kingdom (UK) is made up of four countries (England, Scotland, Wales and Northern Ireland) and is part of the continent of Europe.

Recommended Reads



Key Vocabulary

| | | | |
|-----------|---|-----------|--|
| Basilica | A large public building used by the Romans as a law court and for assemblies. | Garrison | A group of soldiers who live at a fort in order to defend it and the surrounding area. |
| Celts | The people who lived in Britain before the Romans invaded in 43AD and fought against them. | Hypocaust | An ancient Roman heating system using hot air that moved around underneath the floor. |
| Chieftain | The leader of a people or clan, such as Caratacus or Boudicca. | Invasion | To violently overrun a country or area of land with a large group of soldiers in order to conquer it. |
| Conquer | To take over and defeat another country using force. Britain was conquered after three attempts. | Palestra | A public place for training or exercise, usually in the grounds of Roman baths. |
| Fort | A strong military building occupied by soldiers and used to defend the surrounding land. | Revolt | To take violent action against a ruler. Boudicca and the Iceni tribe revolted against the Romans in 61AD. |
| Forum | An open public space in an ancient Roman settlement, usually used as a marketplace. | Tribes | A community or family of people, often related by blood, who are ruled over by a leader or chieftain. |

Key Knowledge – Why did the Romans find it so hard to rule Britannia?

| | |
|--|---|
| <p>1) How did Britain become Britannia?</p> | <ul style="list-style-type: none"> Britain before Roman occupation was very different to the Britain we know today. The Celtic tribes that lived here did not have a national identity: they spoke many different languages and didn't even recognise themselves as belonging to the same island! Julius Caesar tried to conquer Britain, or Britannia to the Romans, after successfully invading Gaul [France]: he once said "veni, vidi, vici!" after a battle, meaning "I came, I saw, I conquered!" However, when Caesar first came to Britain in ships in 55BC, he was unable to conquer it. He tried again a year later with three extra legions and took prisoners, but was still unsuccessful. Nearly a century later, the Roman emperor Claudius was able to launch a successful invasion to conquer Britain, becoming the first emperor to visit the island. Although he used fewer legions than Caesar, nearly 40,000 soldiers landed and added the province of Britannia to the Roman Empire. Fighting would continue between the Romans and the Celtic tribes for many years. |
| <p>2) How did Caratacus resist the Romans?</p> | <ul style="list-style-type: none"> The Catuvellauni tribe, led by their chieftain Caratacus, fought against the Roman forces commanded by Aulus Plautius. Caratacus and his brother fought in early battles at the rivers Medway and Thames, but after his brother was killed he and his warriors hid in the lands of the Silures tribe in Wales. From here, Caratacus ambushed the Romans and evaded being captured. The final battle between Caratacus and the Romans took place at a fort on a hill in the north of Wales after nine years of fighting. Because of their shields and breast-plates, the Romans were able to ascend the hill, attack the fort and defeat Caratacus. Celtic tribes and chieftains all dealt with the Romans differently: some fought, like Caratacus, whilst others made peace and paid heavy taxes in return for keeping their lands. Caratacus fled north to the Brigantes tribe, but their queen had already chosen to make peace and therefore betrayed him. He was placed in chains and exiled to Rome as punishment for his disobedience. |
| <p>3) Why did Boudicca revolt against the Romans?</p> | <ul style="list-style-type: none"> The Iceni tribe was anti-Roman, and their chieftain queen Boudicca wanted to revolt against them. She raised an army of 30,000 warriors and marched on the new and nearby capital city of Britannia, Colchester (known to the Romans as Camulodunum). Camulodunum was razed to the ground and every person in the city, including the legion stationed there, was killed. From Camulodunum, Boudicca marched her Iceni warriors south to London, known to the Romans as Londinium. Londinium was not considered important and was undefended, but nevertheless it was still razed to the ground. With the nearest Roman legion hundreds of miles away in Wales, Boudicca's army increased in number as it travelled along Watling Street towards them. Although the Roman troops were heavily outnumbered, they were far more organised than Boudicca's overconfident warriors and chose a narrow valley and woods to attack from without delay. They forced the Iceni warriors backwards into the wives and spectators gathered in wagons to watch. The Romans showed no mercy, and Boudicca swallowed poison rather than allow herself to be captured. |



4) What have the Romans ever done for us?

- The **legacy** of **Roman Britain** survives to this day. Many **towns** and **cities** began as Roman **settlements**, including **Bath**, known to the **Romans** as **Aquae Sulis** – ‘the water of Sulis’. The Romans built a **temple** around a **spring** there so that they could **worship** the **goddess Sulis Minerva** and **bathe** in the ‘magical’ waters she lived in. Objects such as **coins** were also thrown in for **good fortune**.
- **Bathing** was a **communal** activity where Romans would use a curved, metal **strigil** to remove **dirt**, **oil** and **sweat** from their **bodies**. Underneath the **floors** was a **hypocaust**, which kept the rooms above warm using **furnaces** looked after by **slaves**: the closer a room was to the hypocaust, the warmer it was. There were also **changing rooms**, a **swimming pool** and a **palestra** for **exercise**.
- Although the Romans and **Greeks** were similar in many things, the Romans **built towns** very differently by having two **intersecting main streets** in the **middle** of a **rectangular settlement**. **Aqueducts** provided **fresh water**, whilst the rectangle was **designed** to be a **grid** of smaller streets that **branched off** from the main ones. In the middle of town was the **theatre**, the **forum**, including the **basilica** that **housed** the town **banks** and **government**, and the main **temple**, although there were more temples elsewhere.



5) What was life like on the Roman frontier?

You will learn more about this in Y5 – [Anglo-Saxons and Scots](#).

- At the **height** of the **Roman Empire**, it **stretched** from **Britannia** in the **north** to **Egypt** in the **south**. An empire that size was difficult to **control** and its **emperors** struggled to keep **order**, even with **forts** **stationed** on the **frontier** to **mark out** Roman **land**.
- Following the death of **Trajan** in **117AD**, **Hadrian** became the new Roman emperor, and wanted to control the **existing** Roman Empire rather than **expand** it. After visiting Britannia in **122AD**, he **ordered** **Hadrian's Wall** to be **built** in the **north** of the **island** as part of his **plan** to keep **enemies** out and mark the **exact position** of the empire's frontier. The wall was **completed** in **six years**.
- Along the **length** of Hadrian's Wall, 16 forts were built for **soldiers** to **live in** and as **look out points** for **approaching** enemies, including **Vindolanda**, which was **positioned** about **halfway** along. **Archaeologists** have found important **artefacts** at Vindolanda that tell us about the life of a Roman soldier, including **rooms** where they **slept**, the **remains** of their **baths**, and **letters home** written on **wooden tablets**. The letters talk about a soldier's **family**, **friends**, **clothing**, **food**, and sometimes **military** matters.



6) Who were the black Romans of Britain?

- **Hadrian's Wall** stretched from **Bowness-on-Solway** in the **west** of **Britannia** to **Wallsend** in the **east**, and was **guarded** by **soldiers** from throughout the **extensive Roman Empire**. Soldiers could be **deployed** to any of the empire's **provinces**, and in approximately **200AD**, **North African** soldiers were **stationed** at a **fort** near **Carlisle**. They were possibly the first **black people** to live in **Britain**.
- **Africans** had a **high profile** in the Roman Empire – the **emperor Septimius Severus** was originally a **military commander** who came from a North African province and visited Britannia in **208AD**, whilst his **son Caracalla** became emperor in **211AD**. Caracalla is thought to have sent **extra troops** to Britannia in order to **defend** the **frontier**, with a **proportion** of them coming from **Africa**.
- **Sources**, such as **Trajan's Column** in **Rome**, prove that some Roman soldiers were African. In Britain, **historians** have found an **altar inscription** and list from the **Aballara garrison** on Hadrian's Wall that mentions ‘**Aurelian Moors**’ (North Africans connected to the emperor **Marcus Aurelius**), whilst the African commander **Quintus Urbicus** eventually became the **governor** of Britannia.

43AD: Roman emperor Claudius conquers Britain after earlier failed attempts by Julius Caesar.

50AD: Celtic chieftain Caratacus is defeated by the Romans after years of rebellion and deported to Rome.

60AD (approx.): The Romans begin work on the town of Aquae Sulis (Bath).

61AD: Boudicca, the queen of the Iceni tribe, leads a revolt against the Romans.

122AD: Hadrian's Wall is built by Emperor Hadrian as the northern frontier of the Roman Empire.

200AD (approx.): A Roman garrison containing African soldiers is stationed in the north of Britain.

410AD: The Romans leave Britain and it becomes independent again.

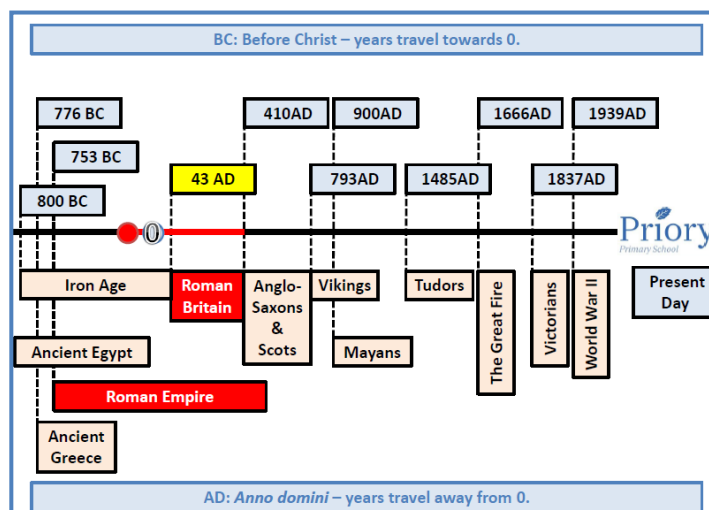
7) Synoptic Task:

How did life in Britain improve under the rule of the Romans?

Concept: Power

These concepts should weave through all aspects of this topic, allowing for the opportunity to compare and contrast. For example:

- **LESSONS 1-3:** How are wars fought today? Why are they fought?
- **LESSONS 2-5:** How is peace maintained? What laws, treaties and organisations do we have today that safeguard our human rights, such as religious freedom?
- **LESSON 4:** How does democracy work in modern day Britain? How does this link to British values? Are there countries in the world that do not have a democracy? What does that look like?
- **LESSONS 4-6:** What legacy would you like to leave behind at the end of your life? How would you want to be remembered?
- **LESSONS 5-6:** What are the reasons for modern day immigration? Why might people from one country choose to settle in another? Do they always have a choice?



Year 5 History Spring Term Vikings in Britain Concept: Consequences

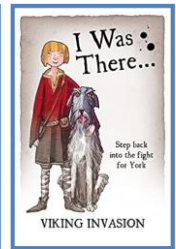
National Curriculum Focus (KS2): The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Builds on Knowledge/Skills: Y4 History (Roman Britain), Y5 History (Anglo-Saxons and Scots); KS1 Geography (United Kingdom, Continents), Y3 Geography (Rivers, Settlements and Cities), Y4 Geography (The Rhine and the Mediterranean); Y4 RE (Christianity: Worship and Prayer).

What should I know already?

- That Britain was ruled by several kingdoms in the first millennium AD, which were formed after the invasion of Germanic tribes in the wake of occupation by the Roman Empire (43 – 410);
- That the United Kingdom (UK) is made up of four countries (England, Scotland, Wales and Northern Ireland) and is part of the continent of Europe;
- That rivers support human settlements in many ways, thus many have been formed close to river channels and confluences throughout history, such as Gloucester and Shrewsbury in the UK and Cologne and Mainz in Germany;
- That Christian worshippers, including the Anglo-Saxons, believe in one god (monotheism) rather than many (polytheism).

Recommended Reads






Key Vocabulary

| | | | |
|-----------------------|--|-----------|--|
| Ancestral | To belong to, or gain something from, ancestors from the past, usually family members. | Heathen | A person who does not belong to the main religion of a place. The Vikings were heathens to Christian believers. |
| Anglo-Saxon Chronicle | A chronological account of events in Anglo-Saxon times, written around the late ninth century. | Martyrdom | The death or suffering of someone who refuses to give up their beliefs, such as King Edmund of Northumbria. |
| Burh | A fortified settlement in Saxon times, built to help defend against Viking raids and attacks. | Occupied | To be used, or taken over by, someone or something. The Great Heathen Army occupied most of England by 878AD. |
| Campaign | A series of battles designed to achieve a goal, such as the continual Viking campaigns in Britain. | Overlord | A person with power over a large number of people. Alfred became overlord of Wessex and Mercia around 878AD. |
| Danelaw | The segregated part of eastern England where Danish Vikings ruled separately to Saxon kings. | War-bands | A group of soldiers who are engaged in fighting or warfare, such as those called up to fight the Great Heathen Army. |
| Ealdorman | A nobleman, sometimes of royal birth, who was appointed by a Saxon king to be leader of a shire. | Witan | The king's (or ruler's) council in the kingdoms of Anglo-Saxon England. Witan is short for witenagemot . |

Key Knowledge – What role did the Vikings play in creating the Lady of the Mercians?

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|  <p>1) What caused the fall of Anglo-Saxon Mercia?</p> | <ul style="list-style-type: none"> Anglo-Saxon life was reliant on farming: ploughmen would use teams of oxen in flanks to pull a ploughshare and create furrows of earth that looked like chasms in the cultivated land. Seeping rivers, such as the River Trent in the kingdom of Mercia, would flood the meadows and help with crop growth, whilst the branches of the riverside willow trees would be woven into baskets. By 872/3AD, Norsemen had been raiding Britain from Scandinavia for a century: their 'wicing' led to them being called Vikings. By November 873, having wintered at Torksey in a settlement where textiles were made using spindles and spindle whorls, metal ingots were cast and goods were traded, they used the Trent to launch an attack on Mercia's seat of royal power, Repton. The Vikings' daring was meant to weaken the Heptarchy after previous raids on other Saxon kingdoms and payments to keep them away. Repton was a holy place, with a church that contained the crypt of former Mercian kings: the current king, Burgred, had already paid the Vikings three times, but the Anglo-Saxon Chronicle reveals he was exiled and forced to abandon his throne. |
|  <p>2) What was the Great Heathen Army?</p> | <ul style="list-style-type: none"> The first Viking raids on Britain were made by sea, but Viking ships were suited to both rivers and seas, allowing them to use Britain's river network to launch attacks from. According to the Anglo-Saxon Chronicle, the first Vikings landed at Portland around 786AD, but the most famous early encounter with Vikings came on Holy Island, or Lindisfarne, in Northumbria in 793. The Lindisfarne raid made Britons tremble and was the first attack on a Christian place by Vikings. The monastery was destroyed, the monks killed and treasures such as illuminated Bibles were stolen for selling or gifting. Christianity was not practised by the Vikings, who worshipped their own gods, so they didn't share the Saxon's outrage at holy places being plundered. After Lindisfarne, the pace of change increased as raids became more widespread. After 850AD, the Vikings wintered more in Britain, before the Great Heathen Army arrived in East Anglia in 865. The joint force swept through most of the Heptarchy: East Anglia became a Viking base, with monks there claiming that the death of King Edmund in 869 was a martyrdom. |
|  <p>3) How did Wessex resist Viking occupation?</p> | <ul style="list-style-type: none"> When the Great Heathen Army arrived in 865AD, Wessex dominated southern Britain and was ruled by King Aethelred, whose brother Alfred supported him in his military campaigns that kept the Vikings that prowed the frontiers at bay. Although the Vikings were defeated at the Battle of Ashdown in 870, where Alfred was claimed to have fought ferociously in a 'to and fro' confrontation, the victory wasn't decisive. More battles followed in 871, which saw Aethelred killed and Alfred succeed him. As a scholar, Alfred hired learned men for his children: he valued education and religion highly. This is depicted in many sources over time that show Alfred in a good light, and we can use these sources today to re-enact the time of Alfred and learn more. In 871, the Danish warlord Guthrum joined the Great Heathen Army, and an exhausted Alfred sought peace by starting to pay for it. By 876, the Vikings occupied Northumbria and were threatening Wessex, as the only remaining Saxon kingdom, again. |

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|  <p>4) How did Alfred ensure peace between the Saxons and Vikings?</p> | <ul style="list-style-type: none"> In January 878AD, Alfred celebrated Christmas in the royal residence at Chippenham, feasting and singing traditional ancestral songs. Danish Vikings were encamped in Gloucester near the Wessex border, but Alfred believed no army could attack and triumphantly take his kingdom during the winter months because of the weather. A commotion outside told him otherwise. Alfred, his family and his remaining men, were forced to forage for food and hide in the Somerset marshes. All the other Saxon kingdoms had fallen and been ransacked, so he asked all fit men in the shires to report to the ealdorman. The grave faced men left home to swell the ranks of the war-bands, ready to fight. In May 878, at the Battle of Edington, Alfred defeated Guthrum. As Alfred had triumphed, he struck a deal that became known as Danelaw: Alfred would retain Wessex and Guthrum would rule East Anglia, with Mercia split between them. Additionally, Guthrum was baptised in a stone font, with Alfred becoming his godfather: if it was a forced conversion, he couldn't resist because baptisms didn't allow weapons, so even his sword hilt was no comfort. To gain further power, Alfred also gave his eldest daughter Aethelflaed's hand in marriage to a Mercian ealdorman. |
|  <p>5) How did Aethelred and Aethelfraed restore Mercia?</p> <p>You will learn more about this later in Y5 – The Tudors.</p> | <ul style="list-style-type: none"> Aethelfraed's husband was Aethelred, Lord of the Mercians, and with Alfred as their overlord, they sought to create a strong alliance against the Vikings. Ealhswith, Alfred's wife and Aethelfraed's mother, was Mercian, making Aethelfraed half-Mercian and more acceptable to the Mercian people. Because of this, the alliance was able to show due respect to Mercian customs. The Anglo-Saxon Chronicle depicts Aethelfraed as a strong ruler, helping to shore up Mercia's borders and build defences to fortify settlements. Mercia was less wary of powerful women than Wessex, and her knowledge of fortifications gained from Alfred was useful. Fortified burhs across Wessex were copied to increase safety and generate more prosperous trade links. Three of the most important restored settlements, including Gloucester, protected major rivers such as the River Severn. Since Roman times, Gloucester had become a decaying wilderness, but over time it was restored by Aethelred and Aethelfraed to become Mercia's capital city, where the Mercian witan would meet and a centre of learning was created in a newly built priory. |
|  <p>6) Who was "the famous Queen of the Saxons"?</p> | <ul style="list-style-type: none"> Following the death of Alfred in 899AD, Aethelfraed's brother Edward became king and maintained the strong alliance between Wessex and Mercia. However, Aethelred's health was beginning to fail, meaning greater responsibility was falling to Aethelfraed. The Anglo-Saxon Chronicle vividly describes events at Chester in 902AD where Aethelfraed was strongly tested by the Vikings. She allowed exiles from Ireland to settle on the Wirral, knowing they would want to take nearby Chester, so she rebuilt its defences. When the Vikings attacked, the Mercians retaliated with boulders, boiling beer and bees! Her reputation was growing. Aethelfraed was gaining respect: in Ireland alone she became known as "the famous Queen of the Saxons". In 909AD, she ordered a daring raid into Danish territory to retrieve the bones of St. Oswald and make Gloucester a place of Christian pilgrimage. The Vikings sought revenge by attacking Mercia and Wessex, but they were mercilessly ambushed, leaving Edward and Aethelfraed ready to challenge the Danelaw. By the time Aethelred died in 911, Aethelfraed truly was Lady of the Mercians. |

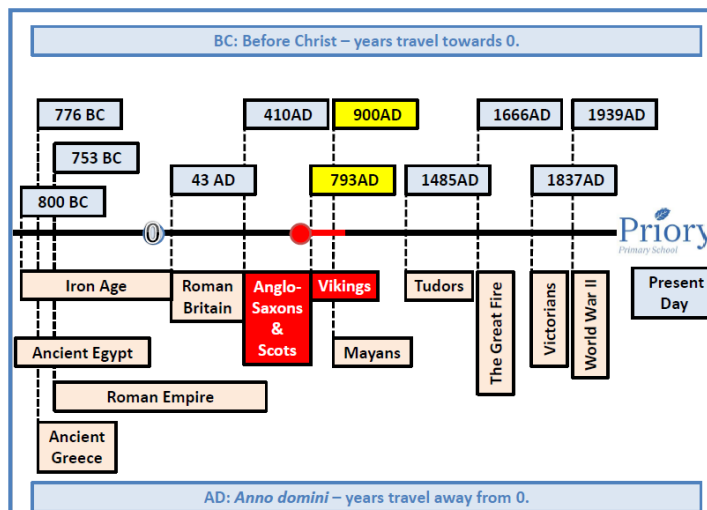
IA 7) Synoptic Task:

How did Wessex and Mercia survive the Viking invasion of Britain?

Concept: Consequences

These concepts should weave through all aspects of this topic, allowing for the opportunity to compare and contrast. For example:

- LESSONS 1-4 and 6:** How are wars fought today? Why are they fought?
- LESSONS 1, 2 and 6:** What are the reasons for modern day immigration? Why might people from one country choose to settle in another?
- LESSONS 1 and 5:** What goods are traded within and between countries in the twenty-first century? How are these goods transported?
- LESSONS 3 and 4:** How is peace maintained? What laws, treaties and organisations do we have today that safeguard our human rights, such as religious freedom and freedom of speech?
- LESSONS 3 and 5:** What rights should children have about how they live? Where does education fit into those rights? What sort of an education should be available to you as a child in twenty-first century Britain?
- LESSONS 5 and 6:** What legacy would you like to leave behind at the end of your life? How would you want to be remembered?



786AD (approx.): The first Viking landing in England is recorded by the Anglo-Saxon Chronicle.

793AD: The Vikings successfully invade England, plundering the monastery at Lindisfarne.

865AD: The Great Heathen Army of Vikings arrives in Britain to help destroy the Saxon Heptarchy.

869AD: King Edmund of East Angles is martyred by the Vikings.

873AD: The Saxon kingdom of Mercia falls to the Vikings and its king is exiled.

878AD: King Alfred of Wessex defeats the Vikings at the Battle of Edington and establishes Danelaw.

911AD: King Aethelred dies and his wife Aethelfraed becomes Lady of the Mercians.

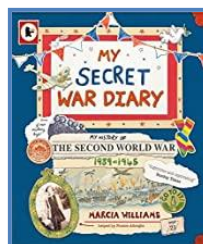
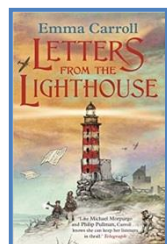
Year 6 History Spring Term The Battle of Britain Concept: Consequences

National Curriculum Focus (KS2): A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the Battle of Britain.
Builds on Knowledge/Skills: KS1 History (Transport: Then and Now, Flight), Y6 History (Victorian Dudley); KS1 Geography (United Kingdom, Continents), Y3 Geography (Settlements and Cities).

What should I know already?

- That events beyond living memory, such as the first aeroplane flight, can have national and global significance;
- That zeppelins were a new and common means of aviation in the early 20th century;
- That the Black Country and surrounding area has a strong manufacturing past, particularly in heavy industry such as metalwork;
- That the United Kingdom (UK) is made up of four countries (England, Scotland, Wales and Northern Ireland) and is part of the continent of Europe;
- That human settlements, such as cities, towns and villages, differ in size and what they provide for their communities depending on whether they are urban or rural.




Recommended Reads






Key Vocabulary

| | | | |
|-------------|--|----------------|---|
| Allies | The combined military forces of Britain, France, Russia (USSR) and, from 1941, the USA. | Living History | A way of recreating or remembering the events of history, including the first hand experiences of others. |
| Appeasement | A policy where demands are met in order to prevent fighting between two or more countries. | Luftwaffe | The German air force responsible for the Blitz and starting the Battle of Britain. |
| Blitz | The bombing of major British cities and industrial areas. Blitz means 'lightning' in German. | Nazi | A member of the National Socialist German Workers' Party, led by Adolf Hitler. |
| Citizens | The people who live in a particular place or settlement, such as a town or city. | Propaganda | A biased form of information designed to promote an opinion and influence people. |
| Commemorate | To remember and show respect for someone or something, such as the annual Armistice Day. | RAF | The Royal Air Force. The RAF was formed towards the end of the First World War and supported the military from the air. |
| Evacuation | The movement of millions of children to the countryside as part of Operation Pied Piper. | Radar | A way to detect incoming objects and a key part of the Dowding System of defence against the Luftwaffe . |

Key Knowledge – Why was the Battle of Britain such a significant turning point in the Second World War?

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|  <p>1) What were the events that led to the outbreak of the Second World War?</p> | <ul style="list-style-type: none"> Adolf Hitler became the German Chancellor in 1933: he'd fought in the First World War and thought the sanctions placed upon Germany by the Treaty of Versailles were too great. He began rebuilding the military and invaded several European countries, such as Austria and Hungary. Although Neville Chamberlain and the British government used a policy of appeasement to try and prevent a war, Hitler used blitzkrieg to invade Poland, leading to the outbreak of the Second World War in September 1939. Hitler believed Britain would surrender after he reached the French coast, but when they didn't, the Nazis developed Operation Sealion to attack the British coast by sea and air. The Battle of Britain was fought over the English Channel in the summer of 1940: the Supermarine Spitfire and Hawker Hurricane fighter planes were used by the RAF, whilst the Luftwaffe relied mainly on the Messerschmitt. The RAF also used the Dowding System to detect and fight the Luftwaffe: a combination of radar and radio messages alerted the fighter planes and ground crews, who could also prepare ground defences in good time. |
|  <p>2) How did Britain protect itself against the Luftwaffe?</p> | <ul style="list-style-type: none"> In retaliation for their defeat in the Battle of Britain, and the postponement of Operation Sealion, the Luftwaffe began a bombing campaign against major cities and industrial areas, including London, Birmingham and Coventry, known as the Blitz. This lasted for several months and was designed to both demoralise British citizens and cause as much destruction as possible. In order to protect themselves all citizens, including children, were provided with gas masks in case of a gas attack by the Luftwaffe. Additionally, air raid shelters, such as Anderson shelters for outdoor use and Morrison shelters for indoor use, were provided to residents to protect them from bombs. The London Underground and other communal shelters were also available. At night, lights were extinguished to make it harder for the Luftwaffe to bomb their intended targets. It was the job of air raid wardens to make sure all windows and doors were appropriately covered and street lighting and vehicle headlamps were dimmed during the blackout, whilst the Home Guard were made ready to protect citizens in the event of a Nazi invasion. |
|  <p>3) How did the Battle of Britain lead to a change in military tactics?</p> | <ul style="list-style-type: none"> The Parachute Regiment and the Special Air Service (SAS), formed during the war, allowed paratroopers to be dropped into enemy territory. The D-Day landings in 1944, which were designed to liberate France, made use of paratroopers and the RAF. Japan attacked the American naval base at Pearl Harbor, Hawaii on 7th December 1941 using aircraft launched from aircraft carriers. This led to the USA joining the Allies, and in August 1945, specially equipped bombers were used to drop atomic bombs on the Japanese cities of Hiroshima and Nagasaki. As a result, Japan surrendered and the Second World War came to an end. As well as explosives, the Luftwaffe used incendiary bombs during the Blitz to set targets on fire and cause widespread damage, with London and Coventry some of the worst affected cities. From 1944, the Nazis began to use V-1 ('Doodlebugs') and V-2 rockets, fired from occupied France: although quite inaccurate, they were capable of causing significant damage and casualties. |

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|  <p>4) What was Operation Pied Piper?</p> | <ul style="list-style-type: none"> On 1st September 1939, two days before Britain declared war on Nazi Germany, the government initiated Operation Pied Piper, which was designed to protect mainly schoolchildren and mothers with infants. Zeppelin raids during the First World War had killed over 1,200 people, mainly women and children, so the government wanted to be prepared in case of a repeat attack. Operation Pied Piper evacuated 1.5 million people from urban areas across the United Kingdom, including London, Birmingham and Glasgow, to mainly rural areas. Evacuees typically left by railway, with name tags around their necks, their gas masks and a small piece of luggage. Two further waves of evacuees left cities during the Blitz and again during the V-rocket attacks of 1944. Evacuees had very different experiences: some became lifelong friends with the families they were sent to, whilst others had hosts who were cruel and unkind to them. About 900,000 evacuees returned home within four months of Operation Pied Piper beginning, despite government propaganda advising mothers not to allow them back because of the higher risk of being bombed. Nevertheless, many evacuees didn't return home until after the war had ended in 1945. |
|  <p>5) What was life like for people on the Home Front?</p> | <ul style="list-style-type: none"> With most men conscripted into the military and most children evacuated, it was the role of women to fill the jobs, especially in industry. In the local area, over 11,000 Spitfires were made in Castle Bromwich, whilst Stewarts & Lloyds in Halesowen built most of the PLUTO pipeline, which transferred fuel across the English Channel to the Allied frontline after the D-Day landings. Raw materials, such as textiles and food, were in short supply, with most of what was available needed on the frontline. Rationing was introduced so that everyone could have a fair share of what was available, whilst initiatives such as 'Make Do and Mend' and 'Dig for Victory!' encouraged people to repair damaged items and grow their own food to help the Allied war effort. Recent events in the 21st century, such as the COVID-19 pandemic and the war between Russia and Ukraine, have also made good use of some of these initiatives in order to keep citizens safe and help frontline troops. |
|  <p>6) What was the legacy of the Battle of Britain?</p> | <ul style="list-style-type: none"> Nationwide commemorations take place for the anniversaries of some of the key events of the Second World War, including the Battle of Britain, such as the 75th anniversary of VE Day ('Victory in Europe' Day) in May 2020. Every November 11th, Armistice Day remembers the sacrifices of wartime, when people can choose to wear a poppy and take part in a 2-minute silence at 11am. War memorials were constructed around the country to record the names of the soldiers and civilians from the local area who had died. There is also a National Memorial Arboretum in Staffordshire, built in 2001, to honour soldiers from all wars. Living history can be a valuable primary source of information. However, during our lifetimes there will be nobody left alive from the Second World War, so it is vital to learn about their experiences if they are willing and able to tell us. Museums such as the Imperial War Museum and the Royal Air Force Museum Cosford use artefacts and the testimonies of survivors to educate people on the past. Extracts from public speeches also give us insight into how people felt at the time: during the Battle of Britain, Winston Churchill said: "Never in the field of human conflict was so much owed by so many to so few." |

September 1939: In case of war, Operation Pied Piper starts evacuating children to the countryside.

September 1939: Britain declares war on Nazi Germany after Adolf Hitler invades Poland.

July 1940: The Battle of Britain begins as the Luftwaffe launch their first attack on the British coast.

September 1940: The official start of the Blitz, which continues for many months in several major cities.

October 1940: The Battle of Britain officially ends with victory for the RAF.

June 1944: The D-Day landings, supported by the RAF, take place in occupied Normandy, France.

September 1945: World War II ends. Although Germany surrendered in May, Japan fought on.

7) Synoptic Task:

Would the Second World War have had a different outcome if the Luftwaffe had won the Battle of Britain?

Concept: Consequences

These concepts should weave through all aspects of this topic, allowing for the opportunity to compare and contrast. For example:

- LESSON 1:** How is peace maintained? What laws, treaties and organisations do we have today that safeguard our human rights, such as religious freedom and freedom of speech?
- LESSONS 1, 3 and 5:** What changes have there been in technology and industry in your lifetime? How are they different compared to your parents or grandparents? What do you think will change for the next generation?
- LESSONS 1-4:** How are wars fought today? Why are they fought? What has been the consequence of changes to military tactics and strategies since the Second World War?
- LESSONS 2-4 and 6:** What has been the consequence of having to rebuild many of Britain's major cities and industrial areas? Have housing, businesses and public spaces had to change because of the Blitz?
- LESSON 6:** What has been the consequence of building relationships across Europe after the Second World War? Where does Britain fit into twenty-first century Europe?
- LESSON 6:** What legacy would you like to leave behind at the end of your life? How would you want to be remembered?

